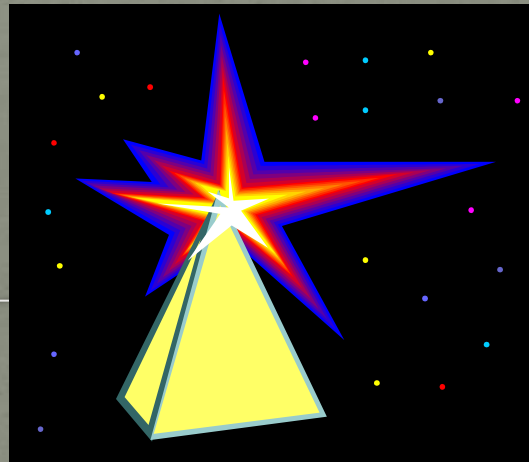


2011 Differentiated Instruction Institute: “Just Right- Right Now” Across the Spectrum



**Implementing Strategies
for
Engaging Deeper Learning**

Jeananne Smith, Ed.D. & Susan Menard



***Man cannot discover new oceans
unless he has the courage to lose
sight of the shore.***

- Andre' Gide

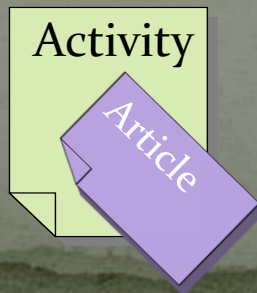
Myth

“I am just a teacher.”

Myth Buster

Being an educator allows us a wonderful avenue through which to become a “*charismatic* adult” and have a very positive impact on the lives of countless students.

- Robert Brooks



Key Components



“Differing mindsets or assumptions that educators possess about themselves and their students play a significant role in determining their expectations, teaching practices, and relationships with students .”

Brooks, 2001 a, b: Brooks & Goldstein, 2001, 2003, 2004



“Courage is the power to let
go of the familiar.” ~ Reid Lyon



“Progress is impossible without change, and those who cannot change their minds cannot change anything.”

~George Bernard Shaw

Student Achievement

Schedule

Intervention

Staff

Assessments

Core

Delivery

Coach

Leadership

Jo Robinson, 2011.



Lessen Avoidance Behavior

1. Address their fear of failure (humiliation)
2. Contribute to others.
3. Identify a strength for each child.
4. Create a sense of community.
5. Give students opportunities to make choices.

-Robert Brooks, 2011

Key Components



Leadership

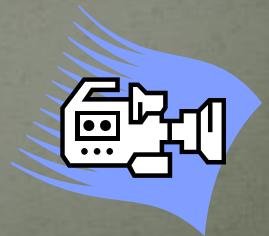
- Take Care of Business
 - You are the boss of your school as well as the “Boss of Reading.” Have a *take charge* attitude.
- Fix the system by fixing the delivery. Every piece must be done right. Core + delivery (explicit/engagement) + grouping/interventions + reading coach/lead teacher. These pillars of the system interact.

- Jo Robinson

Activity

Bookmark

Handout 3



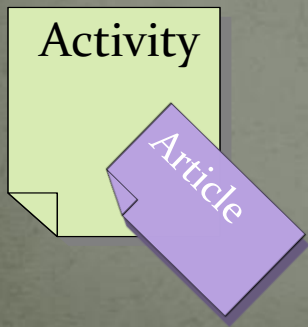
“Effective education leadership makes a difference in improving learning.”

How do high-quality leaders achieve this impact?

1. Setting directions
2. Developing people
3. Making the organization work

Leadership Practices

- Focus the school on goals and expectations for student achievement;
- Keep track of teachers' professional development needs;
- Create structures and opportunities for teachers to collaborate.



~ Reid Lyon, 2011

Mindset of Moral Imperative

- Convey respect before people have earned it.
- Create circumstances that favor success.
- Deal with what's left over.

Key Components



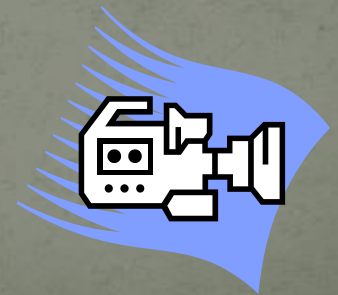
Explicit Instruction

~ Archer, 2011

- Research shows that students with little or no background knowledge profit from explicit instruction
- Past academic history, whether success or failure, affects learning
- Affirm/acknowledge students' knowledge

For Teachers

- They master routines.
- Motivates students which in turn decreases behavioral issues.
- Helps keep a perky/brisk pace.
- Students make fewer errors.



5 Essential Attributes of Explicit Instruction

- Direct Explanation
- Modeling (I do)
- Guided Practice (We do)
- Corrected Feedback/Verification
- Application (You do)

Buffalo Public Schools, 2011

Explicit Instruction is engaging!

- Frequent responses are elicited.
- Student performance is carefully monitored.
- Immediate affirmative and corrective feedback is provided.
- The lesson is delivered at a brisk pace.

How well you teach = how well they learn.

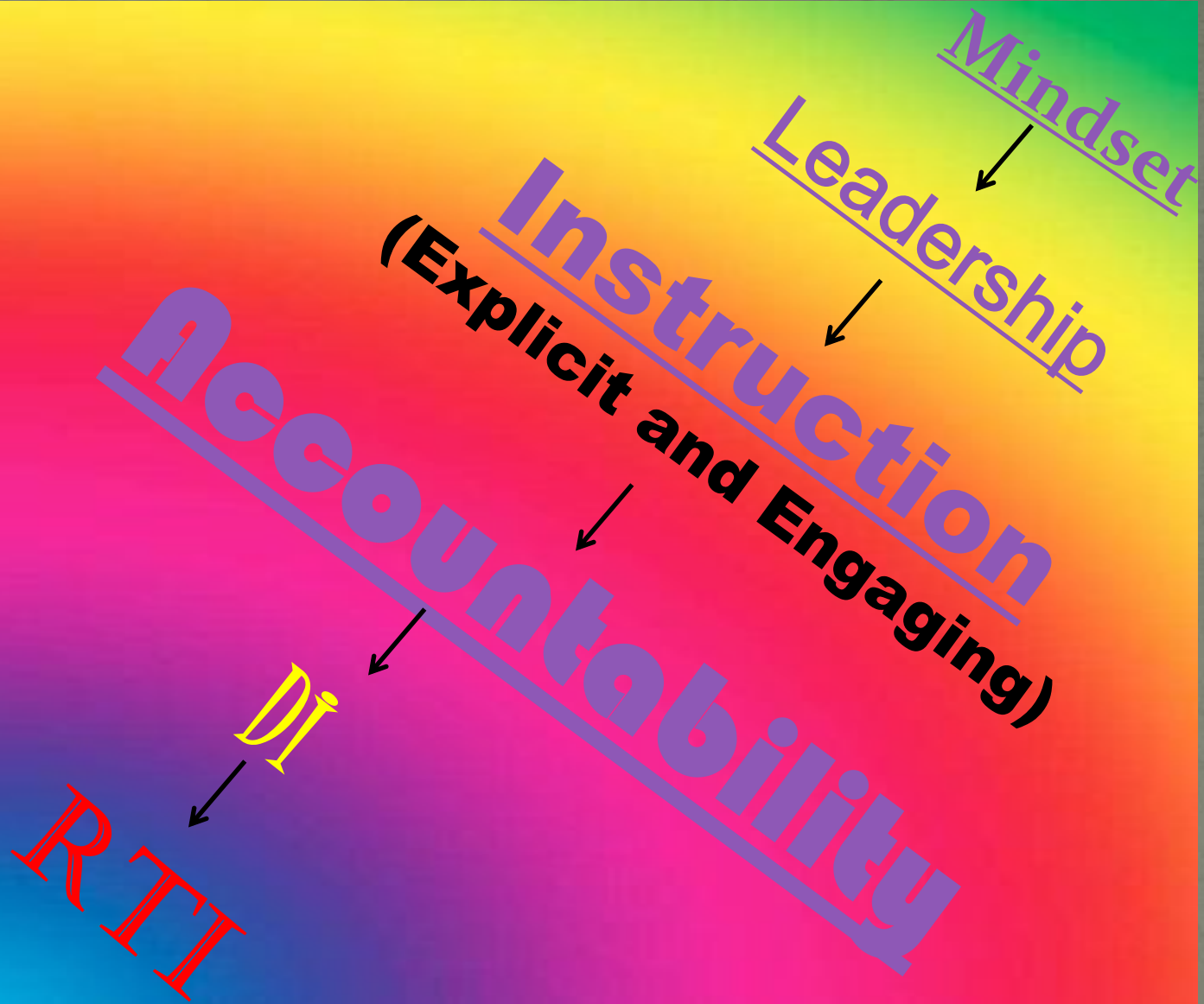
- Archer & Hughes, 2011

Best Practices

Category	Percentile Gain
Identifying similarities and differences	45
Summarizing and note taking	34
Reinforcing efforts and providing recognition	29
Homework and practice	28
Non linguistic representations	27
Cooperative learning	27
Setting objectives and providing feedback	23
Generating and testing hypotheses	23
Questions, cues, and advance organizers	22

Marzano, R., Pickering, D., Pollock, J., *Classroom Instruction that Works*, 2001.

Key Components



Accountability

“If you cannot hold them accountable, they assume it is optional.”

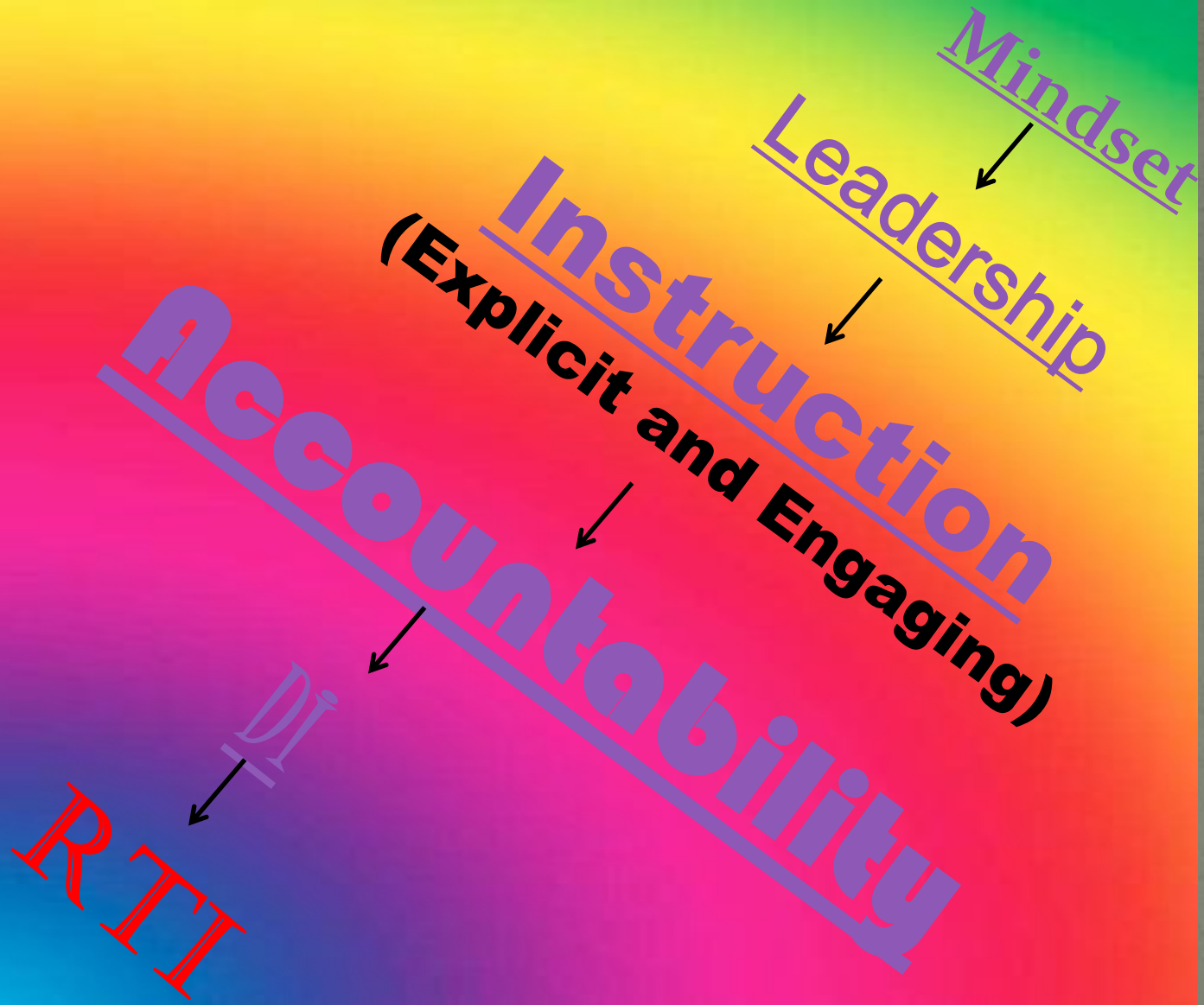
- Anita Archer

The principal must make non-negotiables undebatable.
Every day, small group time (MANDATORY).

The principal must believe and take the lead.

- Jo Robinson

Key Components



What is Differentiating Instruction?

What does it look like?

Non-Examples

- The same worksheet for each group
- The same activity for each teacher-led small group lesson

Guidelines for Implementing DI

- HOW we teach.
- WHAT we teach.
- HOW students practice.



Move away from one size fits all instruction!



Remember:

You are NEVER teaching if you are lecturing!

- Differentiate Assessments
- Differentiate Teaching
- Differentiate Practice

Educators must apply research
and utilize best practices.

Unit Benchmark Test
Grade 4
Unit 5

Teacher _____

Reading Comprehension

Vocabulary

[illegible]

Place an “X” to indicate an item answered incorrectly.

Results of Item Analysis				date:	Class:		
Whole Group		Small Group			Individual Student		
Reteach Skills	achieved	Group 1	Reteach Skills	achieved	Student	Reteach Skills	achieved
1 Main Idea /Detail	10/01	1 Tommy	1 Synonyms		1	1	
2 Author's Purpose	10/3	2 Julie	2 Antonyms			2	
		3 Juan			2	1	
3		4 Mia	3			2	2
4		5			3		1
5		6				4	2
		Group 2	Skills		5		1
6		1	1			6	2
		2	2		7		1
7		3	3			8	2
		4	4		9		1
8		5	5			10	2
		6	6		11		1
9		Group 3	Skills			12	2
		1	1		13		1
10		2	2			14	2
		3	3		15		1
11		4	4			16	2
		5	5		17		1
12		6	6			18	2
		Group 4	Skills		19		1
13		1	1			20	2
		2	2		21		1
14		3	3			22	2
		4	4		23		1
15		5	5			24	2
		6	6		25		1
16		Group 5	Skills			26	2
		1	1		27		1
17		2	2			28	2
		3	3		29		1
18		4	4			30	2
		5	5		31		1
19		6	6			32	2
		Group 6	Skills		33		1
20		1	1			34	2
		2	2		35		1
21		3	3			36	2
		4	4		37		1
22		5	5			38	2
		6	6		39		1
23		Group 7	Skills			40	2
		1	1		41		1
24		2	2			42	2
		3	3		43		1
25		4	4			44	2
		5	5		45		1
26		6	6			46	2
		Group 8	Skills		47		1
27		1	1			48	2
		2	2		49		1
28		3	3			50	2
		4	4		51		1
29		5	5			52	2
		6	6		53		1
30		Group 9	Skills			54	2
		1	1		55		1
31		2	2			56	2
		3	3		57		1
32		4	4			58	2
		5	5		59		1
33		6	6			60	2
		Group 10	Skills		61		1
34		1	1			62	2
		2	2		63		1
35		3	3			64	2
		4	4		65		1
36		5	5			66	2
		6	6		67		1
37		Group 11	Skills			68	2
		1	1		69		1
38		2	2			70	2
		3	3		71		1
39		4	4			72	2
		5	5		73		1
40		6	6			74	2
		Group 12	Skills		75		1
41		1	1			76	2
		2	2		77		1
42		3	3			78	2
		4	4		79		1
43		5	5			80	2
		6	6		81		1
44		Group 13	Skills			82	2
		1	1		83		1
45		2	2			84	2
		3	3		85		1
46		4	4			86	2
		5	5		87		1
47		6	6			88	2
		Group 14	Skills		89		1
48		1	1			90	2
		2	2		91		1
49		3	3			92	2
		4	4		93		1
50		5	5			94	2
		6	6		95		1
51		Group 15	Skills			96	2
		1	1		97		1
52		2	2			98	2
		3	3		99		1
53		4	4			100	2
		5	5		101		1
54		6	6			102	2
		Group 16	Skills		103		1
55		1	1			104	2
		2	2		105		1
56		3	3			106	2
		4	4		107		1
57		5	5			108	2
		6	6		109		1
58		Group 17	Skills			110	2
		1	1		111		1
59		2	2			112	2
		3	3		113		1
60		4	4			114	2
		5	5		115		1
61		6	6			116	2
		Group 18	Skills		117		1
62		1	1			118	2
		2	2		119		1
63		3	3			120	2
		4	4		121		1
64		5	5			122	2
		6	6		123		1
65		Group 19	Skills			124	2
		1	1		125		1
66		2	2			126	2
		3	3		127		1
67		4	4			128	2
		5	5		129		1
68		6	6			130	2
		Group 20	Skills		131		1
69		1	1			132	2
		2	2		133		1
70		3	3			134	2
		4	4		135		1
71		5	5			136	2
		6	6		137		1
72		Group 21	Skills			138	2
		1	1		139		1
73		2	2			140	2
		3	3		141		1
74		4	4			142	2
		5	5		143		1
75		6	6			144	2
		Group 22	Skills		145		1
76		1	1			146	2
		2	2		147		1
77		3	3			148	2
		4	4		149		1
78		5	5			150	2
		6	6		151		1
79		Group 23	Skills			152	2
		1	1		153		1
80		2	2			154	2
		3	3		155		1
81		4	4			156	2
		5	5		157		1
82		6	6			158	2
		Group 24	Skills		159		1
83		1	1			160	2
		2	2		161		1
84		3	3			162	2
		4	4		163		1
85		5	5			164	2
		6	6		165		1
86		Group 25	Skills			166	2
		1	1		167		1
87		2	2			168	2
		3	3		169		1
88		4	4			170	2
		5	5		171		1
89		6	6			172	2
		Group 26	Skills		173		1
90		1	1			174	2
		2	2		175		1
91		3	3			176	2
		4	4		177		1
92		5	5			178	2
		6	6		179		1
93		Group 27	Skills			180	2
		1	1		181		1
94		2	2			182	2
		3	3		183		1
95		4	4			184	2
		5	5		185		1
96		6	6			186	2
		Group 28	Skills		187		1
97		1	1			188	2
		2	2		189		1
98		3	3			190	2
		4	4		191		1
99		5	5			192	2
		6	6		193		1
100		Group 29	Skills			194	2
		1	1		195		1
101		2	2			196	2
		3	3		197		1
102		4	4			198	2
		5	5		199		1
103		6	6			200	2
		Group 30	Skills		201		1
104		1	1			202	2
		2	2		203		1
105		3	3			204	2
		4	4		205		1
106		5	5			206	2
		6	6		207		1
107		Group 31	Skills			208	2
		1	1		209		1
108		2	2			210	2
		3	3		211		1
109		4	4			212	2
		5	5		213		1
110		6	6			214	2
		Group 32	Skills		215		1
111		1	1			216	2
		2	2		217		1
112		3	3			218	2
		4	4		219		1
113		5	5			220	2
		6	6		221		1
114		Group 33	Skills			222	2
		1	1		223		1
115		2	2			224	2
		3	3		225		1
116		4	4			226	2
		5	5		227		1
117		6	6			228	2
		Group 34	Skills		229		1
118		1	1			230	2
		2	2		231		1
119		3	3			232	2
		4	4		233		1
120		5	5			234	2
		6	6		235		1
121		Group 35	Skills			236	2
		1	1		237		1
122		2	2			238	2
		3	3		239		1
123		4	4			240	2
		5	5		241		1
124		6	6			242	2
		Group 36	Skills		243		1
125		1	1			244	2
		2	2		245		1
1							

Steps for Implementing DI

- Establish order using routines.
- Delegate work with a JOB CHART.
- Change your *Daily Schedule*.
- Communicate expectations with a rotation chart.

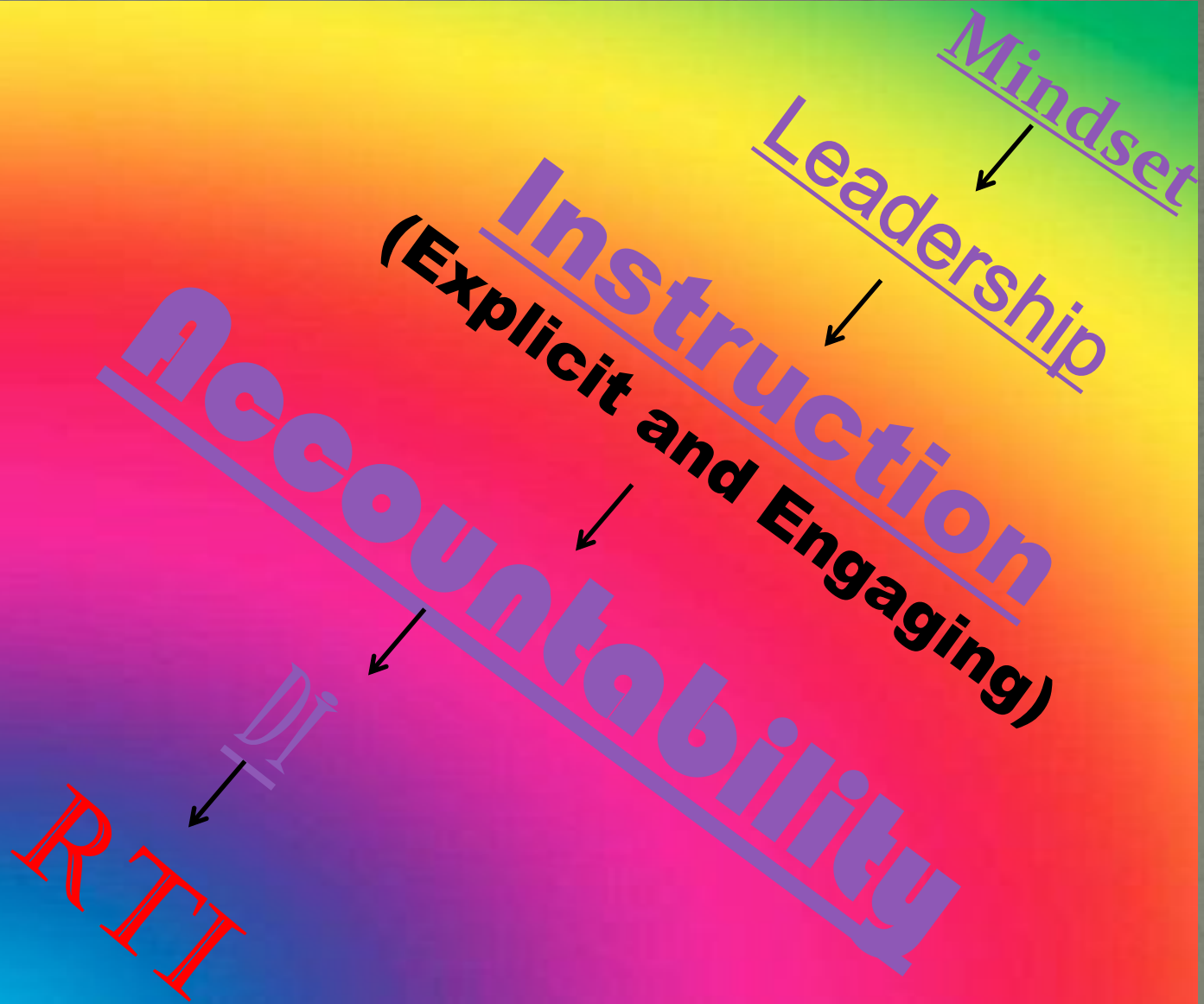
Collaborative Practice

- Peer Tutoring
- Collaboration
- Talking



Independent Practice

Key Components



Strength in My Weakness

Independence Elementary School 2011

Create a Business Center

- Expectations for performance MUST be clear and consistent
- MODEL and PRACTICE to establish new habits
- Communicate in print
 - Size 22 – 24 font
 - Get Teacher materials ready 2 weeks ahead of time
 - *This allows interventionist, teacher to front-load*

School Business Center

Set a school-wide standard to be modeled and followed consistently.

Create a TOP-3 list of problematic behaviors that exists (ignore the rest).

Recommended Reading

Archer, A. and Hughes, Charles. (2011). Explicit Instruction: Effective and efficient teaching. Guilford Press. New York, NY.

Fullan, Michael. (2011). The Moral Imperative Realized. Corwin, A SAGE Company. Thousand Oak, CA.

Knight, Jim. (2011). Unmistakable Impact. Corwin, A SAGE Company. Thousand Oak, CA.

- Anything from the following authors:
 - Vicki Gibson
 - Jan Hasbrouck
 - Jo Robinson
 - Reid Lyon
 - Robert Brooks